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Mr. E. A. Coffin contributed recently to The Normal Review, which is published at California, Penn., an article on The Status and Justification of Latin. The arguments that he adduces in defence of its value are the familiar arguments and he claims no originality for them. But he begins his article with a comparison of the number of students in Latin in secondary schools in 1890 and in 1906 as shown by the reports of the Bureau of Education. In 1890, 100,152 pupils, or about 33% of the total enrollment in secondary schools, were studying Latin. In 1906 the number had increased to 413,595, or over 50% of the total number of pupils. He gives the following tables:

Subject	Percentage 1890	Percentage 1906
Latin	33.62	50.17
Greek	4.32	1.85
French	9.41	11.12
German	11.48	21.04
Algebra	42.77	57.57
Geometry	20.07	28.35
Physics	21.36	15.43
Chemistry	9.62	6.86
Percentage 1895		
Hist'y other than U. S.	34.65	42.17
Trigonometry	3.25	2.16
Astronomy	5.27	1.39
Rhetoric	31.31	49.35
Physical Geography.....	24.93	20.64
Geology	5.20	2.58
Physiology	31.08	20.57
Percentage 1898		
English Literature.....	38.90	50.63
Civics	21.41	17.59

In the table given above, the subjects whose percentages are given for 1895 or later were not reported in 1890.

These statistics have been cited more than once. Professor Kelsey some years ago tried to show in a similar fashion the vitality of Latin studies. I have always doubted the justice of the conclusions drawn from them. The period chosen was one that witnessed a great expansion in public high schools. For example, in the old city of New York there were no public high schools, but, after the amalgamation into the Greater City, the high school system which had previously been developed in Brooklyn was extended to Manhattan. This expansion in the number of high schools has had the

effect of increasing enormously the number of high school pupils. If the numbers given above are correct, in 1890 there were about 300,000 pupils in secondary schools; in 1906 over 800,000. Now in the cities, where the bulk of this increase has taken place, the proportion of pupils that finish the high school is smaller than elsewhere, and in such places as New York and Chicago it is probably smallest of all. In order therefore actually to prove that the influence of Latin is extending, it would be necessary to show that the proportion of pupils continuing the study of Latin throughout the whole course had increased. This I doubt very much. On the other hand, I have distinct information that the proportion of students of Latin in the colleges is steadily decreasing. In one great institution of the country the number of students taking Latin in the freshman class is now only one-third as great as it was fifteen years ago. In very few colleges where freedom of election is permitted has the proportion of Latin students kept pace with the increase in total enrollment. How much of this loss in the freshman class is due to the teaching in the high schools I am unable to say, but that the high school teachers do their work with earnestness and thoroughness every one who has studied the subject knows. If, therefore, pupils in the high schools give up their Latin in the colleges at the earliest opportunity, the fault cannot be in the thoroughness with which it is taught in the schools, but must be either with the Latin itself, which none of us would admit, or with the aims and methods of teaching. In this connection the New York Medical Journal in an editorial of December 24, 1910 quotes with much approval the suggestion of Dr. E. D. M. Gray, President of the University of New Mexico, who in a pamphlet entitled Latin in the Secondary School, published at Albuquerque, December 1910, urges very strongly that Latin should be taught in the same fashion as modern languages are taught. This means, of course, the oral method and colloquial use of the language. The Medical Journal commends this pamphlet to medical men as well as to everybody interested in the problems connected with education. What of ourselves?

G. L.

In the course of some pleasant remarks on physicians Pliny the Elder, commenting on how doctors